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ABSTRACT

The Newark (New Jersey) career education program (K-12) was based on three components: elementary--career awareness; junior high--career exploration; and senior high--career guidance and placement. An external evaluation by Fred Streit Associates assessed the attainment of behavioral objectives specified for the program's components to utilize career education to increase student academic achievement and career information from data collected on reading and math achievement test scores, attendance, vocational choice, teacher perception of classroom behavior, and teacher opinion of program effectiveness. When the pre- and post-test scores of program students were compared to those of non-program students, the results were as follow: that program students showed increases in vocational area knowledge, improvement in locus of control scores, increases in career awareness, and improvement in ability to make realistic career choices. Attendance and math and reading achievement showed no improvement for participants. Program teachers perceived an improved difference in classroom behavior of participants; however, no control group or similar rating was done by non-program teachers in their classes. (Major activities of each component are described, with copies of sample activities appended.) (MF)

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ANNUAL

REPORT

1975-76

CAREER EDUCATION PROGRAM



NEWARK, NEW JERSEY

NOV 3 1976

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Introduction

Career Education is an integral part of Newark's Educational System. It is a comprehensive program for grades kindergarten through twelve to encompass any activities related to learning about careers in our community and nation. It requires that the students be involved in an educational program of occupational awareness and exposure in preparation for entering the world of work.

Career Education inspires creativity and productivity to meet the needs of the total community. Businesses and industries cooperated with the Newark Schools to enhance the curriculum and provide additional motivation. Students are provided the opportunity to gain work experience, knowledge, skills and be made aware of many career opportunities and possibilities.

There are three components of the Career Education Program:

Elementary - Technology for Children - Awareness -

Grades K-6

Junior High - Introduction to Vocations - Exploration -

Grades 7-9

Senior High - Career Guidance and Placement - Explora-

tion and Experimentation -

Grades 10-12

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I. Major Activities

A. Technology for Children (T4C)

T4C program teachers have provided their students with classroom activities using:

Manipulative experiences that reinforces academic skills that are taught.

The integration of hands-on activities into the existing curriculum.

Activities that provide students the opportunity to solve problems, explore and experiment.

Learning by doing activities that motivate students to attend school.

Teachers have included these basic facets:

- a. Career Awareness
- b. Self Awareness
- c. Work Attitudes
- d. Decision Making Skills
- e. Social and Economic Understandings
- f. Basic Educational Skills

T4C demonstration projects have been designed to provide a "built in" correlation to provide relevancy and motivation to enhance the existing subject matter.

Guest speakers and parents with a variety of occupations enable students to appreciate work and different life styles.

T4C Workshops were attended monthly by the program teachers and administrators.

Parent Workshops were conducted for parents of elementary students

T4C Teachers have documented specific lesson plans to show the infusion of Career Education into the existing curriculum.

Successful Episodes:

Glass Cutting	Environmental Activity - Pollution
Flower Making	Classifying Rocks - Geology
News Broadcasting	Video Taping
Leather Crafts	Paper Mache Masks
Homes and Families	Career Dictionaries
Puppetry	Rock Polishing - Making Jewelry
Growth of Insects	Floral Displays
Establishing a Store	Hand Embroidered Occupations
Weather Stations	Hand Embroidered History Quilt
Bicentennial Projects	Plaster Paris Models & Maps
Electricity at Work	Rug Hooking
Christmas Ornaments	Filmstrip Making
Recycling Materials	Paper Making
Decoupage	Interior Decorating

B. Introduction to Vocation (I.V.) Junior High Level - Grades Seven through Nine.

Students were provided the opportunity for self assessments of their interest, abilities and needs in planning for senior high school and future careers. Two feeding Junior High Schools for the participating elementary schools were selected for the I.V. component of the project, Clinton Place and West Kinney. Every six weeks students were scheduled through six career

areas with teachers who are experts in their fields. Eight counselors provided a mini know yourself cycle for three weeks to help students understand themselves. A pre test was given preceding the know yourself cycle and the post test at the end of the school year.

Cycle Areas Used:

West Kinney Junior High School: Math, English, Art, Industrial Arts, Home Economics and Business.

Clinton Place Junior High School: Science, Health, Construction, Mechanical Contracting, Foods and Textiles.

These techniques and experiences were provided in each cycle:

a. Visual

1. Transparencies
2. Films
3. Audio tapes
4. Filmstrips
5. Video tapes

b. Oral Presentation

c. Guest Speakers

d. Related Field Trips

e. Career Related hand-on Experiences

I.V. has been a motivational factor which has allowed the students an opportunity to explore, experiment and conduct research in many career fields. Speakers in the various career fields have been used from business, city administration and occupations.

C. Career Guidance and Placement - Senior High

1. Central High School

A very comprehensive Career Education Program was conducted on a daily basis with many Guest Speakers from Business and Industrial establishments visiting Central High School. During the school year 1975-1976 approximately 106 Guest Speakers visited the career site to introduce and educate our student body to a variety of career opportunities available to them.

Active involvement with the Explorers Program.

Classroom Field Trips to such institutions as:

Rutgers, New Brunswick - Re: Engineering Careers

N.J.I.T. College Campus - Re: Engineering Career for Women

St. Michael's Medical Center - Re: Nursing Careers

Rutgers, Newark - Re: School Visitation

A "Mini-Career Week" was conducted at Central High School

During the week of May 10, 1976 with approximately 20 speakers present during the five day session.

Career Oriented Films, Film-strips, Records, etc. have been shown to many different classes.

Establishment of a CAREER RESOURCE CENTER to spark and keep tract of a wide variety of Career Development Activities.

Community Service Program with approximately 30 students serving such community agencies as:

St. Michael's Medical Center

Newark Housing Authority

W.B.G.O. Radio Station

Central High School - Guidance Department

Central High School - Library

Conducted Career Education Mini-Course Activities in the Experimental Classes that were chosen at Central High School.

The A.S.V.B. Test (Armed Services Vocational Aptitude Battery Test) was administered to approximately 67 Senior Class members. and its comprehensive evaluation on a one-to-one basis by members of the Armed Services.

"Guide To Occupations"

2. Weequahic High School

A one week "Career Film Festival" was held during National Career Guidance Week. Prepared and displayed materials on "Career Awareness" Bulletin Boards in hallway.

Worked with teachers and students in four classes designated as Career Education Experimental Classes.

Provided an on-going program of Career Conferences & Career Films for various groups throughout the year.

Placed and supervised 27 students (grades 11 & 12) in various non-profit agencies in the city as a part of the Community Service Program.

Placed & Supervised 44 students in part-time employment with area businesses.

Provided assistance to working students filling out Income Tax Forms.

Provided Social Security Applications and assistance in their completion.

Coordinated "EMPLOYMENT SEMINARS" to allow students to receive pointers from personnel experts, and take part in job interviews.

Several of these sessions were video taped, played back for the group and critiqued.

Coordinated "CAREER DAYS" - April 6, 7, 8, 1976

Planned and accompanied groups of students on tours to several businesses and Newark International Airport to observe various occupations there.

Arranged for Allied Health Careers Panel Discussion. An 80 minute session moderated by Mr. E. Felder of Channel 47 Station.

Prepared Mini-Course (6 wks.), "You & Work" which was used in several Junior Health Classes.

Arranged for speakers and provided materials on careers and job applications for a number of classroom teachers.

Provided individual and group counseling on careers and related matters. (1000 to 1200 students)

Attended and/or assisted with several workshops and exhibits or careers.

Set-up and maintained the Career Resource Center in the school.

II. Evaluation

A. Technology for Children - Elementary Level

Achievement Test Data

Reading and Math achievement scores

(Pre/post) were submitted to the third party evaluator.

Post program ratings of the general classroom environment was submitted to the third party evaluator for analysis.

Attendance data for 1974-75 and the 1975-76 school year was collected for a sample of program children to be analysed by the third party evaluator.

Students were asked to list the jobs of which they are aware and to record ideal and realistic career choices that will be compared with the fall data to determine the extent of change.

Teachers, students, and parents have worked together very successfully.

B. Introduction to Vocations - Junior High

Final reading, math and attendance scores were compiled and submitted to evaluator for the school year 1975-1976.

Career Education Award Ceremony's were selected by each teacher and were given special gifts or certificates for outstanding achievement, growth, attendance and citizenship.

Pre and Post Tests were given at the beginning and end of each mini cycle. Example submitted appendix:

C. Career Guidance and Placement - Senior High

The Career Education Program at Central High School was extremely beneficial and proved very profitable to the entire student body. The Career Education Program was successful

in strengthening school guidance and counseling through a sequential program of Career Counseling and Job Placement. The program helped to develop student career knowledge that proved helpful in making vocational program choices as well as academically oriented career choices while in high school and/or upon graduation. The program succeeded in providing a climate for developing and testing attitudes, values, abilities, interests and aspirations. The Career Education Program also succeeded in successfully improving public relations and expanding coordination and cooperation with business and community agencies. A survey of all participating department heads was conducted and submitted to the third party evaluator. The Locus of Control Scale was administered to the same students this spring and submitted to the evaluator.

See Appendix A....Third Party Evaluator's Report.

III. Anticipated Changes and/or Problems

A. Personnel

Three key personnel members of the Career Education Staff were appointed and began work on November 1, 1975 as per the conditions set forth in the union contract. Career Education Staff Members outlined their activities from January, 1976 through June, 1976 to assure that the project successfully demonstrated its effectiveness for continuation.

B. Dissemination

A major emphasis was placed on the dissemination of information and materials developed.

C. Parental Involvement

The Career Education Staff did not receive the anticipated response form a parent survey about the Career Education Program; therefore, additional Parent Workshops were conducted by the Career Education Members at the individual career site schools in the Spring, 1976. Materials and projects were displayed by the participating students.

D. Technology for Children

This past year 14 schools were involved in the T4C Program. Fifty teachers participated in the program at various grade levels from K-6.

For the 1976-77 school year the program should concentrate on six elementary schools to accomodate all grade level from K-8. The K-6 grades should be part of the T4C Program and 7-8 part of the I.V. Program. This will give an opportunity to give the student continual exposure to Career Education.

Selection of schools should be based on the need and cooperation of the schools with the Career Education Program's Staff. Teacher selection should be based on willingness of teachers to assist those other teachers on the same grade level.

Recommended sites -

Belmont-Runyon School (K-4)	5 Teachers
Clinton Avenue School (K-4)	5 Teachers
Hawthorne Avenue School (K-8)	11 Teachers
Peshine Avenue School (K-8)	11 Teachers

Recommended sites - (con't)

Warren Street School (K-8) 11 Teachers

Bergen Street School (K-6) 7 Teachers

Concentration of program in above schools will allow for better liaison between program staff and teacher participants. Supplies can be better utilized.

Pupils in 8th grade schools go to either Weequahic High or Central High School. Other schools go into Clinton Place Junior High School. Students in the program can continue in program in higher grades.

E. Introduction to Vocation

Institution of I.V. Program with six mini cycles should be scheduled in every Junior High School.

Local Career Education exhibitions should be held at every Junior High School.

Development of I.V. Newsletter.

Organization of Career Education clubs with members of industry and the advisory committee members as supervisors.

Problems:

Students did not understand the importance of the test as it relates to them.

Proctors for standardized reading and math should be regularly scheduled classroom teachers.

There were no alternate test dates scheduled.

F. Career Guidance and Placement

The Career Education Program should be expanded during the school year 1976-77. The Career Education "Mini-Course" and "Experimental

Class" program with the showing of additional films and filmstrips, and the addition of Guest Speakers etc. on a weekly basis, should be continued and expanded. The Community Service Program should be expanded to serve more students and to include more students and more Community Agencies.

IV. Dissemination Activities

A. Technology for Children

Parent Workshops -- 18 workshops for parents were held -- each parent participated in a hands-on episode with related activities as they would occur in a classroom -- a part of the workshop was devoted to viewing a slide projection program with tape recording describing the Career Education Program.

Teacher Workshops -- a monthly workshop for program teachers was held. Each session had two or three hands-on episodes with discussion of involvement of episode in the curriculum.

A special education Administrator's Workshop was held to interest administrators in using Career Education with handicapped students. The workshop for teachers in special education schools assisted them in the incorporation of hands-on episodes with emphasis on the curriculum involvement.

A 3 day Career Education Exhibit was held to show the public the activities of the participating students.

Participating in Science-Math Fair Program with an exhibit of the students work, -- also conducted hands-on session for parents and teachers visiting fair was conducted also.

A T4C Episode Book was prepared to assist teachers in implementing the program in their classes.

B. Introduction to Vocation

Two hour I.V. Workshops were held after school monthly for I.V. program teachers counselors and administrators.

Participation in Curriculum night activities at the Newark Museum.

Letters of communication was written to various businessmen.

Programs for Career Education Award Ceremony's was held.

C. Central High - Career Guidance and Place

The students at Central High School have been well informed of the existence and function of the Career Education Program. The Career Education Coordinator was accessible to the student body and to the individual student's. The following list demonstrates a few of the additional activities not as yet started:

1. Individual appointments are arranged for students to observe people at work in particular and varied career fields.
2. Classes have been conducted to help students learn how to properly fill out Job Applications.
3. Students are taught how to properly conduct themselves during a job interview and how to organize a Letter of Job Application.
4. There is a student employment registration procedure followed.
5. There are Evaluation Forms kept for students who have been placed on jobs.
6. There are Supervisor's Reports kept of those students who are part of the Community Service Program,

evaluating their performance.

7. Contact is maintained with the teaching staff and appropriate information is always relayed to them regarding the Career Education Program Activities.
8. Close liaison is maintained with the entire Guidance Office and all the Guidance Counselors, especially the College Counselor.
9. There is up-to-date occupational files kept for students research regarding career opportunities.

D. Weequahic High - Career Guidance and Placement

Notices of Career Conferences being held were posted on special bulletin board in the main hall under the caption, "Guess Who's Coming to Weequahic".

Announcements were placed in the school's Daily Bulletin, and made during morning notices on Public Address System regarding activities and services available through the Career Center.

The monthly publication from the Center, "Guide To Occupations" provided students and teachers with a wide assortment of up-to-the-minute information on occupational trends, requirements, and the future outlook, as well as scheduled speakers and trips for the month.

V. Special Activities

A. Technology for Children

All episodes were participated in by both male and female students regardless of type of activity.

Careers presented showed members of all races participating -- minority participation through speakers and demonstrations carried out to show participation by the races.

Worked with administrators and teachers of handicapped students to bring stronger focus on Career Education.

B. Introduction to Vocation

Career Education students at West Kinney Junior High School participated in the following activities:

1. Wrote articles for Career Education Newsletter
2. Sponsored a poster contest
3. Invited speakers from business and industry
4. Made contributions to city wide Art and English contest
5. Reupholstered and refinished furniture
6. Provided community service for senior citizens by sewing material squares together which they had cut out to make quilts
7. Display articles were provided for exhibits at Public Service, Board of Education and the Newark Museum.

Career Education students at Clinton Place Junior High School:

1. Wrote articles for Career Education Newsletter
2. Invited speakers from business and industry
3. Participated in school wide Career Day Activities
4. Display articles were provided for exhibits at Public Service, Board of Education, Newark Museum and Western Electric Company
5. Maintained a Career Education Activity bulletin board for their school
6. Won a blue ribbon for outstanding work by judges from the school community and industry

To combat stereotyping trips were planned to provide global mobility.

Students visited National Bi-Centennial Art Show out of state which provided socialization of all students.

Students visited residential hospitals such as V.A. in East Orange and Essex County Mental Hospital in Cedar Grove, N.J. Teachers participated in Hands-on Career Education, Saturday Workshop for Parents.

C. Central High - Guidance and Placement

Guest Speakers of all nationalities and racial backgrounds addressed our student body to introduce and educate them to the varied number of careers available to them. The student body was given the opportunity to listen and ask questions of the vast number of Guest Speakers who have visited to the school during the school year 1975-76. The students have had opportunity to relate to all ethnic backgrounds.

D. Weequanac High - Guidance and Placement

Films were chosen which pointed out that various careers under discussion could be held by anyone regardless of sex or race. Care was taken to use films and filmstrips having mixed casts. Speakers who were brought in to run career conferences and present employment information represented a good cross-section of races, and were chosen from both sexes.

PROJECT PARTICIPANTS

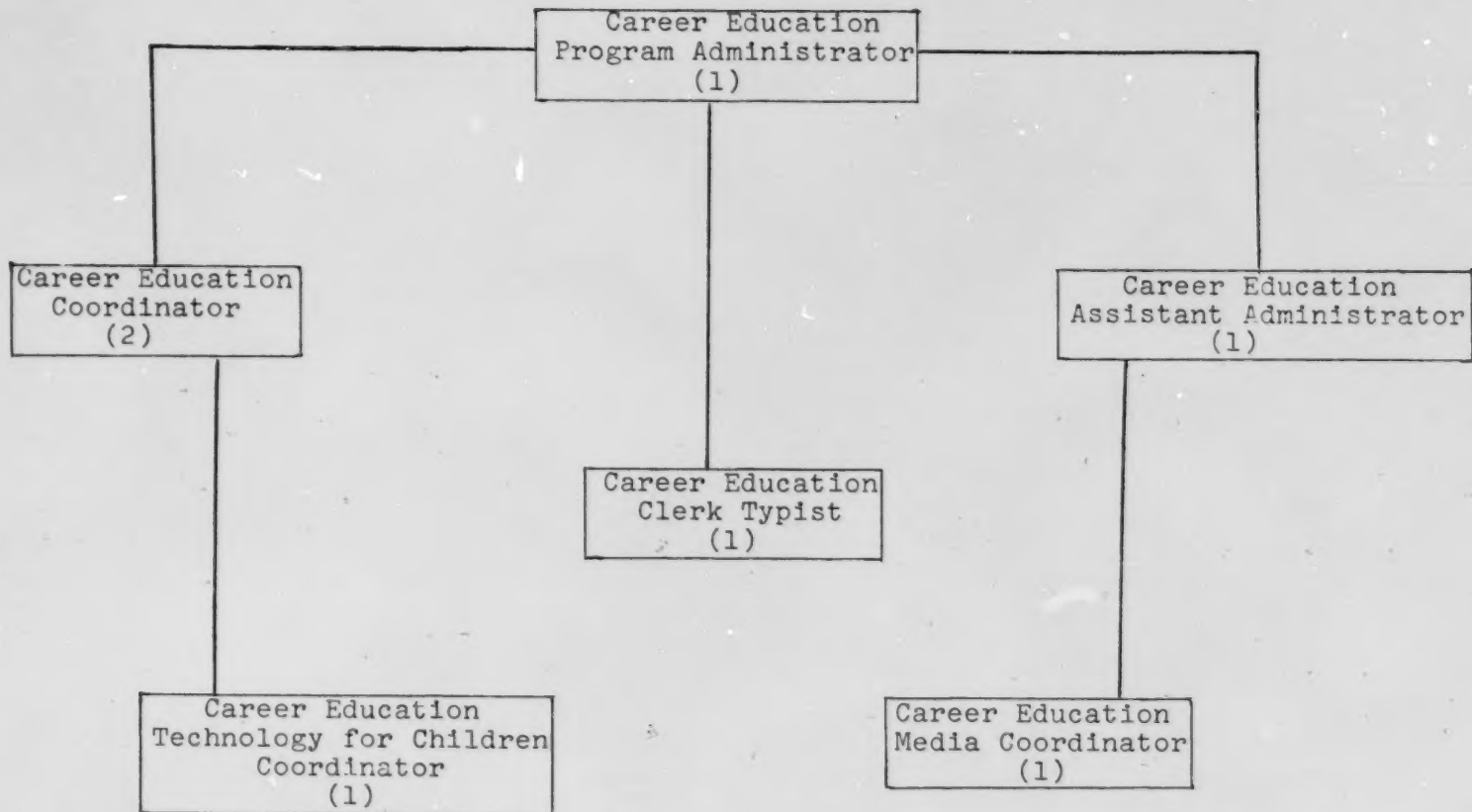
PARTICIPANT SUMMARY

23

		31	26	1	58
		4	10		14
		9	10		19
		20	45	5	70
		65	10		75
2	1	4078	107	229	4417

*Participants include those directly served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

ORGANIZATIONAL CHART



APPENDIX A
FINAL REPORT-EXTERNAL EVALUATION

FINAL REPORT
EXTERNAL EVALUATION
NEWARK BOARD OF EDUCATION
CAREER EDUCATION PROGRAM
SPONSORED BY A GRANT FROM
THE U.S. OFFICE OF EDUCATION

July 1976

FRED STREIT ASSOCIATES
A Corporation
RESEARCH AND TRAINING CONSULTANTS

INTRODUCTION

The evaluation of the Newark (NJ) Career Education Program assesses the attainment of three behavioral objectives specified at the start of the program year. Objectives have been evaluated using data collected covering reading and math achievement, attendance, vocational choice, teacher perception of classroom behavior and teacher opinion of program effectiveness.

Program staff will provide (separately) their assessment of the process of program functioning.

OBJECTIVE 1

TO UTILIZE CAREER EDUCATION TO SIGNIFICANTLY INCREASE ELEMENTARY STUDENT MOTIVATION TO LEARN AS MEASURED BY INCREASES IN STANDARDIZED ACHIEVEMENT TEST READING AND MATH SCORES, TEACHER PERCEPTION OF IMPROVED CLASSROOM BEHAVIOR, INCREASED CAREER AWARENESS AND IMPROVED ATTENDANCE.

A. Achievement Test Data

During the Spring of each year, the Metropolitan Achievement Test is administered to Newark school children. Test score data in Total Reading and Total Math was obtained for program children in Grades one to six for Spring 1975 and Spring 1976. It should be noted that data for Grade 1 could not be analyzed as equivalent pre test data is not available. At the start of Grade 1 children are tested for reading readiness. At the end of Grade 1, they are tested in reading. Scores obtained are not equivalent measures and cannot be compared.

To determine if the achievement score growth exceeded what would have occurred due to normal (non-program) classroom instruction, pre test scores were adjusted using the Bond Singer method developed by the New York State Education Department. The procedure is:

1. Real (treatment) post test versus anticipated (without treatment) post test design: (Steps)
 - a. Obtain each pupil's pre test grade equivalent.
 - b. Subtract 1 (since most standardized tests start at 1.0).
 - c. Divide the figure obtained in step b by the number of months the pupil has been in school to obtain a hypothetical (historical regression) rate of growth per month. (Ignore Kindergarten months. One school year = 10 months.)

- d. Multiply the number of months between pre test and post test administration by the historical rate of growth per month.
Separate pupil data by number of months between tests, as well as by grade level interval, test used, etc.
- e. Add the figure obtained in step d to the pupil's pre test grade equivalent (step a).
- f. Test the difference for significance ($p \leq .05$) between the group predicted post test mean and the obtained post test mean with a t-test (paired data).

TABLE 1
Achievement Test Score Comparisons
Pre vs Post Program
Reading

Grade	n	AVERAGES			t-value	Objective Attained
		Pre Test	Predicted Post Test	Post Test		
2	24	2.22	2.82	3.02	1.470	No
3	22	3.58	4.94	4.43	-2.642	No
4	25	3.74	4.69	4.49	-0.971	No
5	88	3.44	4.06	4.37	4.039	Yes
6	82	3.91	4.44	4.62	1.755	No

TABLE 2
Achievement Test Score Comparisons
Pre vs Post Program
Math

Grade	n	AVERAGES			t-value	Objective Attained
		Pre Test	Predicted Post Test	Post Test		
2	24	2.20	2.80	3.58	4.358	Yes
3	26	3.58	4.95	3.86	-4.194	No
4	25	3.50	4.36	4.74	2.765	Yes
5	88	3.85	4.58	4.75	2.574	Yes
6	74	4.35	5.04	4.95	-0.973	No

As can be seen from Tables 1 and 2, objective attainment was poor in reading and partial in math. The least progress is noted in grades 3 and 6. Grade 5 showed significant improvement in both reading and math.

The conclusion is that the Career Education Program appears to have had no significant impact on increasing reading achievement test scores and varied impact by grade level in increasing math scores.

B. Teacher Perception of Classroom Behavior

Teachers of 52 elementary classrooms (K-6) in fourteen public schools completed a pre program rating of the General Classroom Environment in October 1975. The score range on the survey is 20 to 99, where 20 is most positive and 99 is most negative.

At the end of the program period, only 19 post-program ratings were received which were conducted in the same classrooms as the pre-program ratings. The evaluators received no post-program ratings for 34 classrooms and received four for which there were no pre-program ratings.

TABLE 3
General Classroom Environment Teacher Ratings - By School

School	n	Mean Ratings	
		Pre Program	Post Program
13th Avenue	2	57.5	53.0
18th Avenue	4	56.8	57.5
Avon Avenue	2	52.5	50.5
Belmont-Runyon	4	45.0	42.0
Bergan Street	4	53.5	40.5
Bragaw Avenue	4	46.5	50.0
Burnet Street	5	40.4	--
Chancellor Avenue	4	49.0	56.0
Clinton Avenue	2	52.0	--
Hawthorne Avenue	4	55.5	--
Maple Avenue	3	54.3	47.0
Morton Street	6	49.2	43.0
Peshine Avenue	4	45.3	44.0
Warren Street	4	57.3	34.0

Comparing the matched pre vs post program ratings statistically, there was a significant improvement ($p \leq .003$) in perceived classroom behavior. The pre program mean is 55.1 and the post program mean is 46.3. Thus, the objective was attained. However, there is no control group nor similar ratings done by non-program teachers in their classes. It is possible that the improvement may be due to the Career Education Program or to other forces not measured nor identified.

C. Attendance

Table 4 presents average days absent by grade by school for program children during the school years 1974-75 and 1975-76. Statistical comparisons have been made within each grade and school.

From among twelve program classes in five schools, days of absence have been reduced in only two classes. In most classes, there has actually been an increase in absences in 1975-76 compared to 1974-75. We must conclude that Career Education has not had any impact on reducing absenteeism among program students.

TABLE 4
Comparison of Days Absent
By School By Grade
Program Year vs Previous Year

	Grade	n	Mean Days Absent		t-value	Objective Attained
			1974-75	1975-76		
Clinton Ave.	2	21	13.2	14.6	- 0.564	No
Belmont-Runyon	4	23	12.0	21.1	- 4.066	No
	5	18	10.3	17.1	- 3.954	No
Warren Street	2	13	32.5	24.5	+1.507	No
	5	20	10.3	10.4	- 0.047	No
	6	27	20.5	11.9	+ 2.780	Yes
Peshine Ave.	3	26	13.8	16.5	+1.221	No
	4	26	11.7	17.1	- 2.211	No
	5	26	15.8	20.2	- 2.149	No
	6	26	11.7	13.5	- 1.352	No
Chancellor Ave.	5	29	14.4	7.9	+ 1.934	Yes
	6	31	12.3	13.3	- 0.691	No

D. Career Awareness

During early Fall 1975 and again in late Spring 1976, students in grades 4 to 6 in eleven schools were asked to list the kinds of jobs which they were aware of. The students were also asked to record their ideal career and realistic career choices. Each choice was converted to a numerical rating using the Duncan socioeconomic scale. The scale differences between ideal and realistic choices were compared pre and post program. It should be noted that matching data (pre vs post) were received for 21 classes. For two classes there were post data only and for six classes there was pre data only.

This part of the objective was attained. In every class tested, students identified significantly more jobs at the end of the year than at the start. In addition, among the 21 classes tested, only in three classes did the spread between ideal and real vocational choices remain the same or increase over the program period. In the remaining 18 classes, there was a clear improved ability by the children to assess career requirements and their ability to seek those careers.

TABLE 5
Career Awareness and Choices
Elementary Children - Grades 4 to 6

School	Grade	n	Number Of Jobs Identified		Ideal vs Real Differences	
			Pre	Post	Pre	Post
Burnett Street	4	8	16.7	16.8	7.5	14.3
	5	17	15.0	29.2	7.0	3.0
Avon Avenue	5	19	14.5	18.2	10.4	6.3
	6	7	11.0	22.7	11.1	3.8
Morton Street	5	9	6.6	27.4	29.7	12.1
Bergen Street	4	16	22.6	25.5	14.0	9.4
	6	14	12.8	13.9	30.0	26.9
Warren Street	5	16	15.7	26.4	21.3	4.8
	6	11	18.9	24.5	20.6	15.2
Chancellor Avenue	5	19	14.9	27.2	6.3	7.7
	6	22	14.8	22.6	10.9	7.1
Maple Avenue	4	13	16.5	26.8	12.8	12.8
	5	17	8.9	21.3	10.2	2.8
	5	15	19.6	27.7	23.7	13.2
	6	11	13.6	28.0	8.0	14.0
Peshine Avenue	4	17	13.7	23.9	15.2	13.6
	5	15	14.4	19.0	25.2	14.3
	6	21	18.5	24.9	9.0	12.0
13th Avenue	6	16	14.8	14.9	15.3	5.6
Belmont-Runyon	4	16	17.0	29.2	9.3	6.2
18th Avenue	4	15	16.6	20.2	14.5	11.5

OBJECTIVE 2

TO UTILIZE CAREER EDUCATION TO SIGNIFICANTLY INCREASE JUNIOR HIGH SCHOOL STUDENT MOTIVATION TO LEARN AS MEASURED BY INCREASES IN STANDARDIZED ACHIEVEMENT TEST READING AND MATH SCORES AND IMPROVED ATTENDANCE. IN ADDITION, STUDENTS WILL EVIDENCE AN INCREASED AWARENESS OF VOCATIONAL CHOICES AND INFORMATION ABOUT EACH OF SIX SPECIFIC VOCATIONAL AREAS.

A. Reading and Math Achievement

TABLE 6

Reading and Math Achievement
Grades 7 and 8
Career Education

Grade	Reading						Math					
	n	Pre Mean	Pred Mean	Post Mean	t-Value	Sign.	n	Pre Mean	Pred Mean	Post Mean	t-Value	Sign.
7	41	5.2	6.0	5.9	- .33	No	41	5.5	6.3	5.8	-3.9	Loss
8	138	4.9	5.4	5.1	-4.11	Loss	140	5.3	5.9	5.6	-4.7	Loss

As in the elementary school, there is no evidence of the Career Education Program having any significant effect on increasing reading and math achievement scores.

B. Attendance

TABLE 7

Attendance Grades 7 and 8
Career Education

Grade	n	Mean Days Absent		t-value	Significance
		1974-75	1975-76		
7	46	17.7	18.8	.53	No
8	170	18.0	16.8	-1.33	No

There is no evidence that the Career Education Program had any significant impact on reducing the days absent among students participating in the program.

C. Vocational Areas

Program staff and the evaluators developed a series of basic knowledge tests covering six vocational interest areas to be covered in six cycles. The tests were administered to students before and after each cycle.

TABLE 8
Test Comparisons
Vocational Interest Cycles
Knowledge Tests

School	Section	Pre Test	Post Test	t-value	Signif.	n
West Kinney JHS	Home Living	21.9	37.1	9.61	Yes	22
	Art	12.9	20.0	8.40	Yes	21
	Typing	16.3	31.2	11.63	Yes	23
	English	23.6	39.3	15.37	Yes	24
	Science	17.0	35.1	17.26	Yes	23
	Construction	12.2	30.2	15.49	Yes	26
Clinton Place	Electricity	3.6	16.5	10.49	Yes	11
	Health	18.4	29.8	18.25	Yes	18
	Plumbing	6.8	20.1	8.32	Yes	11
	Health	26.5	32.7	4.81	Yes	19
	Florist	17.0	28.8	12.53	Yes	15
	Home Econ.	14.7	29.1	11.43	Yes	16

This sub-objective was fully attained. Every subject area teacher was effective in teaching content information about a vocational area.

OBJECTIVE 3

TO UTILIZE CAREER EDUCATION TO IMPROVE HIGH SCHOOL STUDENT PERCEPTION OF HIS/HER ABILITY TO CONTROL THEIR OWN LIVES. IN ADDITION, PARTICIPATING STUDENTS WILL BE GIVEN THE OPPORTUNITY TO INCREASE THEIR KNOWLEDGE OF AVAILABLE CAREERS THROUGH INCREASED USE OF THE CAREER EDUCATION RESOURCE CENTER.

A. Student Perception

The Nowicki-Strickland Locus of Control Scale was administered to 129 students during Fall 1975 and then to 69 of these students during Spring 1976. The scale range is from 0 to 40. The high end of the scale is external control (other people and events control my life) and the low end is internal control.

TABLE 9

Locus of Control Scores
Pre vs Post Program

n	Average Pre Score	Average Post Score	t-value	Significance
69	14.45	12.59	3.453	Yes

The students who participated in courses in Health, Clothing I, Bookkeeping II, Foods I, Office Practice, History of Arts and Skills, HE Occupations, Sales, and World History increased their self perceived ability to control their own lives.

B. Teacher Perceptions

At the end of the 1975-76 Career Education Program, nine teachers in two high schools responded to a survey seeking information covering their opinions of:

- a. Career Education as a concept.

- b. Relevancy and applicability of materials and training.
- c. Classroom use of concepts and materials and frequency of use.
- d. Perceived effect on students.
- e. Recommendations.

The surveyed teachers generally felt that the focus of career education should be in grades 7 to 12 with a limited effort in grades K-6. The material and training as provided are seen to be somewhat relevant for use by the teachers in their curricula. These teachers felt that the concepts should be included in the departments' curricula. Those who have attended training workshops rate the workshops as generally good.

Although these teachers believe that most teachers are familiar with career education concepts and materials, they felt that half or less of the teachers utilize the concepts or materials in teaching.

These teachers believe that the students have gained greater familiarity with the world of working and have begun to seriously think about a career or occupation as a result of the Career Education Program. Most believe the materials are excellent and that the program is well administered in their schools.

However, there are divergent opinions as to where Career Education should focus (grade level) and how. The evaluators feel that the recommendations offered by these teachers reflect a confusion between preparing high school students for jobs and the purpose of Career Education as a way of making school more relevant to student lives.

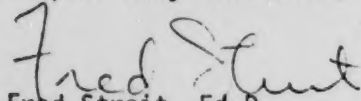
Overall, Objective 3 has been attained.

SUMMARY

The Newark Career Education Program has been effective in accomplishing tasks and objectives directly related to jobs, careers, and content areas. For example, test results indicate increased vocational area knowledge, improved locus of control scores, increased awareness of careers available, and an improved ability to select realistic as compared to ideal vocational choices.

The program has been completely unable to affect factors beyond direct vocational input. Attendance and math and reading achievement have not improved for program children. Accordingly, if Career Education is to continue in Newark's public schools, a re-examination should be made of the anticipated results of such a program. Perhaps, attempting to achieve these results in one program year is not realistic.

Respectfully submitted,


Fred Streit, Ed.D.
President

July , 1976

APPENDIX B
FINANCIAL REPORT

BOARD OF EDUCATION

DEPARTMENT OF THE SECRETARY
2 CEDAR STREET
NEWARK, NEW JERSEY 07102

DIVISION OF ACCOUNTING

October 4, 1976

Mr. Richard Bull
U.S. Office of Education
Fiscal Service Branch
100 Maryland Avenue, N.W.
Washington, D.C. 20562

Re: Career Education Program
G007502350

Dear Mr. Bull:

Attached please find one original and two copies of the Career Education Program final financial report forms 601T and 602T for the fiscal year ending June 30, 1976.

Thank you for your cooperation.

Very truly yours,

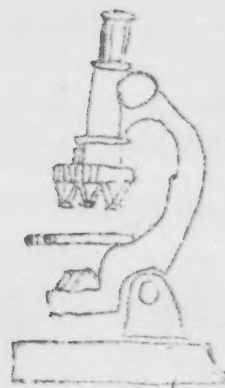
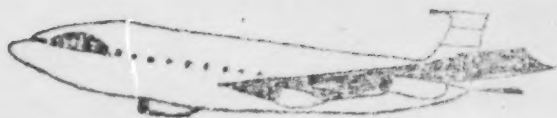
Anthony R. Bruno
Executive Comptroller

ARB:Idv
Enclosure

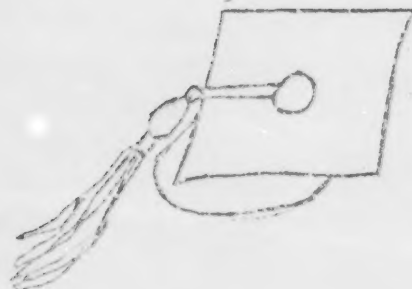
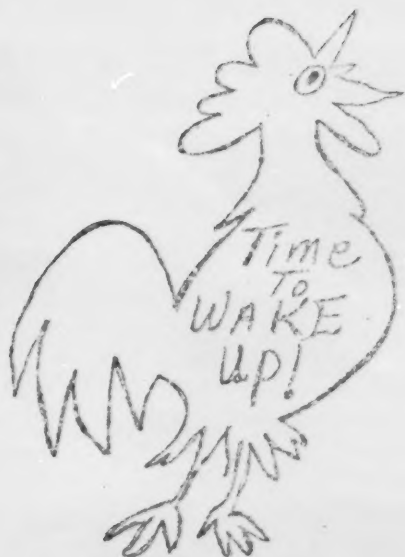
cc: Mr. Frank Esposito
Mrs. Geraldine Hazel ✓

APPENDIX C
SAMPLE ACTIVITIES

Tomorrow's Careers



Today's Plans



C A R E E R D A Y

April 17, 1975

Weequahic High School

Presented as a Part of the Guidance Program

Mr. James Barrett, Jr.
Principal

Mr. Daniel Feldberg
Chairman
Guidance Department

Mrs. Evelyn Lewis
Coordinator
Governor's Career
Education Project

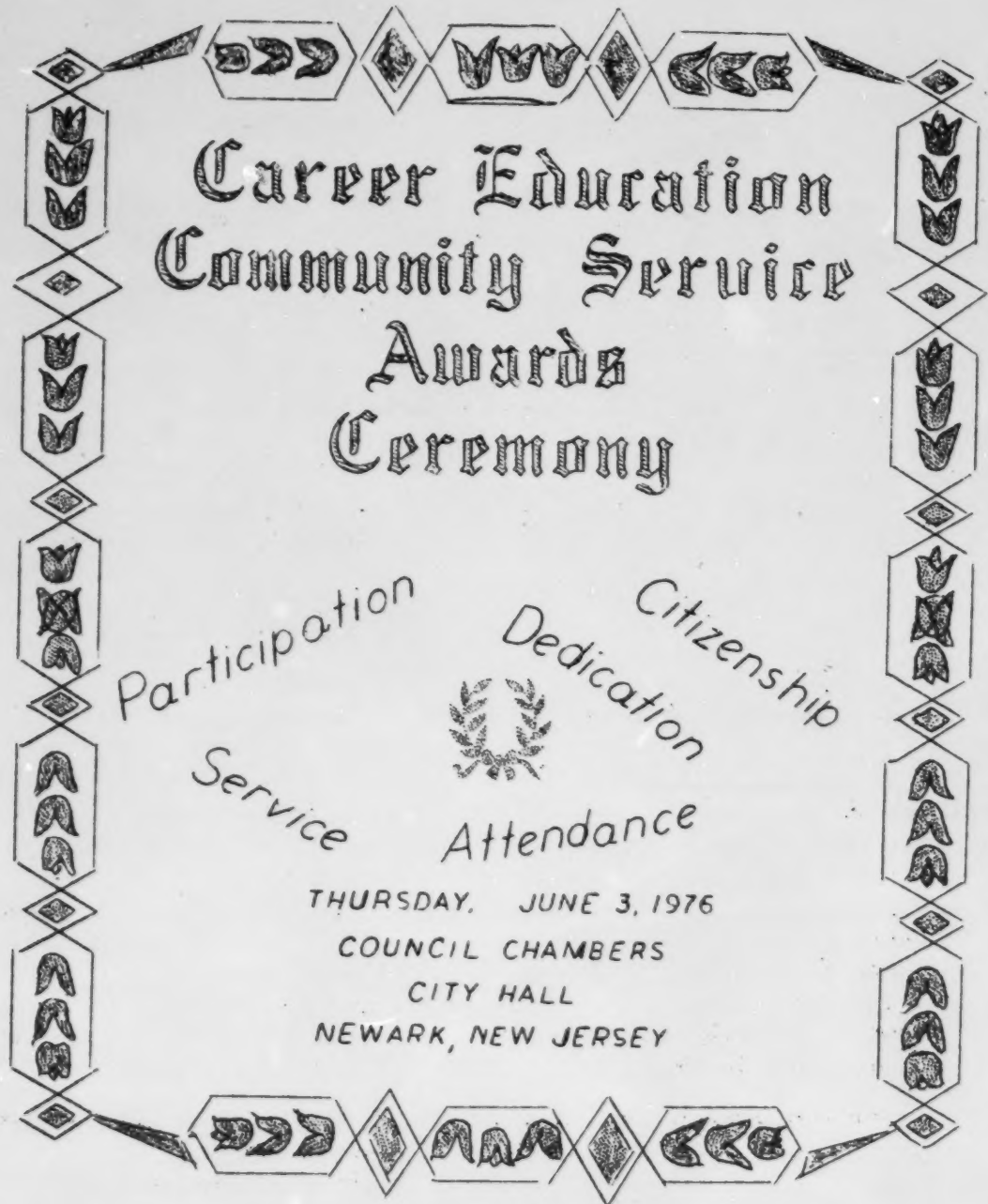
On behalf of the staff and student body, our sincere thanks to our guest speakers for sharing their expertise with us.

CONFERENCE	ROOM	SPEAKER	FACULTY HOST
Accounting	106	Mr. J. DeMauro Ms. L. Baker Mr. H. Williams Peat, Marwick, Mitchell & Co.	Cetrulo
Accounting	210	Mr. A. Jackson Mrs. J. Stovall Essex College of Business	McCleod LeGarde
Architecture	221	Mr. Paul Groth NJIT School of Architecture Mr. Brown Brown & Hale	Gironda
Airlines	Library	Miss L. Thompson United Airlines	Moore Perry Hall
Chemical Research	304	Mr. M. Drayton Esso Research Co.	Holley Benton
Radio & TV Broad- casting	125	Mr. C. Green WNJR Radio Mr. E. Felder Channel 47 TV	Miner Kachline
Drama & Theater	217	Ms Marie Thomas Actress	Sherman Starkey
Drama & Theater	218	Kean College	Accardi Gesumaria
Electricity	317	Mr. G. Hushour Jersey Central Power & Light	Lutzke Miller
Engineering	101	Mr. R. Schellhardt Western Electric Co. Mr. D. Roberts Mr. G. Lopez N.J. Inst. of Tech.	Clark
Government Service	232	Mrs. L. Bryant Veteran's Admin. Mrs. J. Hendricks Federal Civil Service	Sutton
Radio & TV Repair	121	Mr. P. Frungillo RETS	Juarbe Owens
Food Service	220-221	Mr. D. Scruggs Gino's Corp.	Kornhauser Gironda

<u>CONFERENCE</u>	<u>ROOM</u>	<u>SPEAKER</u>	<u>FACULTY HOST</u>
Computer Program	231	Mr. R. Ledford Mr. R. Redding IBM Corp.	Lanier
Computer Program	Cafeteria	Mrs. M. Keating ECPI Mr. G. Gramby Western Electric	King Kelton
Medicine	126	Ms. F. Gaynor Martland Med. Center	Arias
Medicine	127	Mr. E. Drew N.J. College of Medicine & Dentistry	Zupnick
Nursing	314	Seton Hall College of Nursing	Mattia
Nursing	316	Ms. M. Keller Ann May Sch. of Nursing	Wanko
Nursing	318	Martland Med. Center	Ziv
Law	305	Ms. Melan Jenkins City Hall Mr. W. Henderson Rutgers Sch. of Law	Svec Lawrence
Fashion Design	115	Grundy Bros. Fashion Designers	Harris Brown
Dentistry	226	Mr. K. McTernan Dental Manpower Dev. Corp.	Starkey
Sports & Recreation	Boy's Gym	Mr. Ed McLucas Nwk. Bd of Education Mr. J. Graham Former Football Pro Mr. R. Houston Former Football Pro	L. Moore
Transportation	Auditorium	Mr. E. Brown Council for Airport Opp. Mr. F. McCree Port Authority Mr. B. Hadley U.S. Customs	Barrows

There will be a short wrap-up session in the Library (3rd floor) at the end of the second career conference.

<u>CONFERENCE</u>	<u>ROOM</u>	<u>SPEAKER</u>	<u>FACULTY HOST</u>
Photography	105	Mr. L. Allen Glamour Photographers Mr. W. Epps Prudential Ins. Co.	Pollak Spiegel
Auto Mechanics	G-2	Mr. L. Leach Montgomery St. Sch.	Roberts Ruggeri
Hairstyling	122	Mrs. Petroski Wilfred Academy	Gardowicz Harris
Military	224	Sgt. R. McIntosh U.S. Army	Herr Findley
Sales, Merchandising	124	Mr. R. Jeffries Sears Roebuck Mr. Settle Settle Realty	Nobles
Social Work	213	Mr. D. Peniston Nwk.Bd. of Ed.	Chimento
Teaching-Sch. Admin.	202	Mr. W. Harvey Coord.Planner-COED	Kruczyk
Fashion	320	Ms.Y. Randolph Barbizon Sch. of Fashion	Nobles Finkelstein
Fashion	324	Mrs. D. Hellman Traphagen Sch. of Fashion	Muster Falzerano
Medical Technology	214	Mr. N. Bell Beth Israel- Spec.Serv/	Snyder Weber
Music	329	Mrs. C. Hunt City Hall	Ross James
Art	310	Mr. & Mrs. F. Jenkins Mid-Block Art	Caldwell
Police & Law Enforcement	212	Det. Meeks Newark Police Dept.	Fusco Stackhouse
Secretary-Steno	204	Ms. Barbara Glazer Prudential Ins. Co. Mrs. Levy N. Jersey Secr. Sch.	Nelson
Secretary-Steno	205	Ms. G. Bell City Hall Ms. M. Bogan, ECPI S. J. Bell 25	Watts
Secretary-Steno	229	Ms. S. Rudolph, Jersey Central Power & Light Ms. J. McKinnon N.J. Bell	Wasserman



Career Education Community Service Awards Ceremony

Participation

Citizenship

Service

Attendance



THURSDAY, JUNE 3, 1976

COUNCIL CHAMBERS

CITY HALL

NEWARK, NEW JERSEY

Program

Opening Remarks	Mrs. Geraldine T. Uzzell Program Administrator Career Education Program
Master of Ceremony	Mr. Carmen Biase Deputy Mayor City of Newark, N.J.
The National Anthem	Audience
Remarks	Mr. Stanley Taylor Executive Superintendent Newark Public Schools
	 Mr. Julius Foster, Chairman Newark Career Education Advisory Committee
	 Ms. Irene Banaszak Director of Volunteers St. Michael's Medical Center
	 Mr. Lou Conti Personnel Department Newark Housing Authority
Presentation of Awards	Mr. Stanley Taylor Executive Superintendent Newark Public Schools
Mr. William H. Brown Asst. Exec. Superintendent for Elementary Education	Mr. Gerard Morano Supervisor in charge of Practical Arts
Mr. Carmen Biase Deputy Mayor City of Newark, N.J.	Mr. Julius Foster, Chairman Newark Career Education Advisory Committee
Mrs. Evelyn Lewis Career Education Coordinator Weequahic High School	Mr. Martin Fendrick Career Education Coordinator Central High School
Remarks of Appreciation	Mrs. Rose Tucker, Co-Chairman Career Education Advisory Committee

Recipients

Darlene Adams
Lee Amber
Octavia Bass
Denise Bell
Gwendolyn Bellinger
Cheryl Benjamin
Maurice Broadnax
Iris Brown
Michael Brown
Tammy Cooke
Russell Cooper
Ray Cornigars
Claribel Cruz
Antoinette Davis
Regina Dozier
Wilhemina Fairley
Gail Giovinazzo
Carolyn Green
Donna Grier
Phyllis Hawkins
Delores Haynes
Clementeen Hopes
Lisa Hopes
Cheryl Hubbard
Debra Jackson
Diane Jeffrey
Cedric Jenkins

Kenneth Johnson
Ramona Jones
Robin Jones
Darrell Jordon
Larry Kelley
Betty Lomax
Clarissa McEachern
Patricia McKinney
Monica Middleton
Betty Moore
Rhodina Moore
Willie Odom
Vanessa Pressley
Samuel Racey
Patricia Reaves
Barbara Richardson
Grace Robinson
Lynette Singleton
Charlotte Smith
Daryl Smith
Glenda Smith
Lorraine Thomas
Cynthia Thorne
Linda Tucker
Serita Wallace
Carol Wright

Agencies

Beth Israel Hospital
Chancellor Avenue Elementary School
Central High School's Guidance Department
Central High School' Library
Mayor's Policy and Development Office
Newark City Hall
Newark Housing Authority
Newark Police Department
Peshine Avenue Elementary School
St. Michael's Medical Center
W. B. G. O. Radio

The Career Education Program

Mrs. Geraldine T. Uzzell, Program Administrator



CAREER EDUCATION AWARDS CEREMONY

GROWTH

ACHIEVEMENT

TUESDAY, JUNE 8, 1976

10:00 - 11:00 a.m.

PARTICIPATION

CITIZENSHIP

WEST KINNEY JUNIOR HIGH
SCHOOL AUDITORIUM
NEWARK, NEW JERSEY

P R O G R A M

The Pledge of Allegiance to the Flag

Introduction &	Miss Sonya Davis, Student, West Kinney Junior High School Home Room 8-3
Welcome Address	
Explanation of Program.....	Mr. Edward Britt, Student, West Kinney Junior High School Home Room 8-6
Recognition of Teachers.....	Mr. Angelo Sena, Vice-principal West Kinney Junior High School
Presentation of Awards.....	Mr. Stanley Taylor, Executive Superintendent of Schools Board of Education
Mr. William Brown, Ass't Exec. Superintendent Board of Education	Miss Theresa S. David, Ass't Exec. Superintendent Board of Education
Mr. Gerard J. Morano, Supervisor of Industrial Arts Education Board of Education	Mrs. Geraldine T. Uzzell, Program Administrator of Career Education Board of Education
Mr. Carmen Biase, Deputy Mayor City Hall Newark, New Jersey	Mr. Bertram Trachtenberg, Principal West Kinney Junior High School
Remarks of Appreciation.....	Mrs. Geraldine T. Uzzell, Mr. Bertram Trachtenberg

C E R T I F I C A T E S

P A R T I C I P A T I O N

ALL PARTICIPATING STUDENTS

Recipients of Outstanding Awards for GROWTH

- | | |
|-------------------|---------------------|
| 1. Edward Britt | 4. Keith King |
| 2. Tyrone Berry | 5. Mary Walker |
| 3. Janice Lambert | 6. Shirley Williams |

Presented by.....Mrs. Elsie Kennedy, Teacher
Mr. Charles Gaines, Teacher

Congratulations.....Mr. Angelo Sena, Vice-Principal

Recipients of Outstanding Awards for ACHIEVEMENT

- | | |
|---------------------|--------------------|
| 1. Diane Bing | 4. Wanda Walker |
| 2. Frederick Murphy | 5. Ronald Burton |
| 3. Cynthia Plant | 6. Cynthia Sanders |

Presented by.....Mr. Phillip Ganguzza, Teacher
Mrs. Florence Brown, Teacher

Congratulations.....Mrs. Thelma Jones, Vice-principal

All Gifts presented to the Outstanding Students for Growth, Achievement, and Citizenship, were donated by the Greater Newark Chamber of Commerce.

Recipients of Outstanding Awards for CITIZENSHIP

- | | |
|---------------------|-------------------|
| 1. Annette White | 4. Keith King |
| 2. Ivadella Rogers | 5. Sheila Brown |
| 3. Belinda Spearman | 6. Michael Payton |
| 7. Larry Alexander | |

Presented by.....Mr. Albert Ranieri, Teacher
Mrs. Margaret Roberts, Coordinator of Newark Plan

Congratulations.....Mr. Alfonso DeLuca, Head Guidance Counselor

WEST KINNEY'S PARTICIPATING STAFF

Mr. Bertram Trachtenberg
Mrs. Thelma Jones
Mr. Angelo Sena

Principal
Vice-principal
Vice-principal

Mr. Alfonso DeLuca
Mr. Madison Willis
Mr. Vito Palazano
Miss Verinica Staba
Mrs. Rosita Holiday

Head Guidance Counselor
Guidance Counselor
Guidance Counselor
Guidance Counselor
Guidance Counselor

Mrs. Elsie Kennedy
Mrs. Florence Brown
Mr. Albert Ranieri
Mr. Charles Gaines
Mr. Phillip Ganguzza

Textile Cycle Teacher
Business Cycle Teacher
Construction Cycle Teac.
Art Teacher
English Cycle Teacher

Mrs. Margaret Roberts
Mr. James Lerman

Newark Plan, Coordinator
Newark Plan

Mrs. Geraldine T. Uzzell,
Program Administrator

CAREER EDUCATION



VOL. 2/ NO. 4 NEWARK CAREER EDUCATION PROGRAM
March-April, 1976

CAREER AWARENESS PARENT WORKSHOP

On Saturday, March 20, 1976 a Career Education Awareness Workshop was held for parents. The purpose of this workshop was to acquaint parents with the Career Education Program in the Newark schools.

The parents attending truly had a rewarding experience. We visited the different areas and were exposed to various methods of presenting career awareness, career exploration, and career guidance from elementary through the secondary levels. Each parent had the opportunity to meet the guidance personnel and to hear the program explained at the various levels.

The highlight of the workshop was the opportunity for the parents to participate in the hands-on activities. The parents were interested and really enjoyed the opportunities for their involvement.

At the close of the workshops as the parents left the different component areas, I heard such comments as "I really enjoyed this morning" - "This was one of the best workshops I've ever attended" - "I have a lot to tell at my school" - "Wait until my children see what I made."

Submitted by:

Mrs. Rose Tucker
Parent



Mr. C. Gottlick, teacher prepares parents to participate in the electrical cycle.



Mrs. A. Jones, teacher is infusing the leather crafts into the existing curriculum with parents.

HIGHLIGHTS IN THIS ISSUE

A Day With Dr. Hoyt	Pages	4 & 5
Employment Seminar at Weequahic	Page	7
Senior Citizens and Students Collaborate	Page	3

NCEAC/1

INTERIOR DESIGNING BY NANCY SCOTT STUDENT, VAILSBURG H.S.

The interior designer selects and organizes furnishing of homes and offices as well as hotels, banks, restaurants, and other public places. The designer chooses color schemes, and decides on furniture, fabrics, carpeting, wallpaper, lighting fixtures, and other items to fit into his plan.

The interior of a room or building must reflect the personality of the occupant and also meet important functional requirements. The designer must make sure everything is just right. He is often brought in to work with the architect when a new building is in the formative stage. The interior designer may plan the passenger accommodations of ships, trains, buses and airplanes; settings for motion pictures, television shows and stage plays. He may also plan model rooms in which to display products on sale in stores, experimental interiors for magazines, window displays, exhibitions, and trade fairs.

Where does an interior designer find work?

Many designers are actually in the furniture business. They are employed in furniture stores or in the home furniture section of a department store. Others have their own shops.

The designer's income is the profit he receives from the sale of furniture to his client. Still others combine these methods of payment: they collect fees for their services and commissions on sales.

What does an interior designer study?

The designer is interested in the study of the house. He makes sketches of interiors in pencil, watercolor, pastels, or other media. He will then build a model of the room, including tiny reproductions of furniture, lamps, drapes,

rugs, and wall coverings.

Does an interior designer need a degree?

It is significant that the most influential professional association in the field recommends a degree course. It is doubtful that many AID members would consider a degree indispensable when they hire a new staff member, but the AID's stand indicates that a degree has strong selling power.

What part-time and summer jobs are good experience?

Experience in a design office, designer's shop or with the interior design staff of a department or furniture store is beneficial. One can learn a lot about home furnishings by selling furniture, fabrics, rugs, lamps and lighting fixtures. Skilled trades such as carpentry or upholstering can teach much.

REGS APPROVE PAID WORK EXPERIENCE FOR 14 AND 15 YEAR OLDS

Regulations permanently permitting 14 and 15 year old students to work part time in paid Work Experience and Career Exploration Programs (WECEP) have been adopted by the Labor Department.

Some changes were made in child labor laws by the regulations to accommodate the programs, which were begun experimentally in 1969 to help cut down the number of high school dropouts. Participants in the 13 states which now operate WECEP programs can work up to three hours a day or 23 hours a week in actual job settings. Employees pay wages but the schools develop, supervise and administer their own programs.

To be approved, the program must be open to all eligible 14 and 15 years olds, grant school credits for both in-school related instruction and on-the-job training and have an instructor to pupil ratio not exceeding 1 to 25.

SENIOR CITIZENS AND STUDENTS COLLABORATE

Mrs. Elsie Kennedy a Home Economics teacher and her Career Education students participating in the textile mini cycle collaborated with the senior citizens of the Y.M.-Y.W.C.A. The two groups working together successfully manufactured a quilt. The senior citizens measured and cut the squares. The students, while infusing the various career opportunities in the textile manufacturing industry, sewed the squares together. The participating students presented the completed quilt to Mrs. Lena Chives, President of the Senior Citizen Group.



EVALUATION OF EMPLOYMENT ORIENTATION FIELD TRIP

On Friday, February 20, 1976, eighteen students visited the Greater Newark Chamber of Commerce, 50 Park Place, Newark. Mr. Mario Moretti, staff consultant, expounded on the organization's socio-economic role in Metro-Newark. The students learned that the Chamber of Commerce is an association of businessmen and merchants for the promotion of business interests in the community.

Advertising Manager, Richard Stein briefed the group on the logistics relative to the preparation and distribution of the advertising industry. He also stressed that the subject of employment orientation demands up-to-date methods and forward thinking on the part of both educators and businessmen. Mr. Stein advocated that it is the work coordinator's responsibility not only to use the traditional methods, but to constantly seek and experiment with new ways to teach job development.

The keynote presenter was Mrs. Patricia Lauber, vice-president in charge of public relations. She made the following cogent remarks:

Each student must meet certain initial qualifications if she or he is to be effectively prepared for profitable employment. The student should:

- a. Have a good citizenship record.
- b. Have a good attendance and punctuality record.
- c. Be employable (health and saleable skills).
- d. Have both satisfactory grades and test results.

The distributive education program includes various combinations of subject matter and learning experiences related to the business milieu.

Submitted by: Jack Soroka
Work Coordinator
NCEAC/3

A DAY WITH



On March 11, 1976, Dr. Kenneth B. Hoyt, Director of the U. S. Office of Career Education visited Newark.

Upon arrival, Dr. Hoyt stopped at the Newark Board of Education where he was greeted by the Career Education Program staff members and an officer of the Newark Career Education Advisory Committee.

Next, he viewed a display on exhibit at the Newark Board of Education of projects from Mrs. Jones' class at Peshine Avenue School.

Dr. Hoyt was joined for lunch at Project COED by parents, educators, business and government representatives, where a certificate was presented by Mrs. Rose Tucker from the Newark Career Education Advisory Committee. The buffet lunch was prepared by the food service students of Project COED. Dr. Hoyt's itinerary included a visit to two Career Education site schools. First, he visited Warren Street School where he saw the dynamic Technology for Children component of the program being infused into the existing curriculum through the cooperative efforts of the principal, teachers, parents and students. The students of Miss DeBurgos' class presented Dr. Hoyt a hand embroidered mural depicting many career opportunities.



After Dr. Hoyt met with the principal of Central High School he became involved in the activities of the Career Education Resource Center with the career and placement counselor.

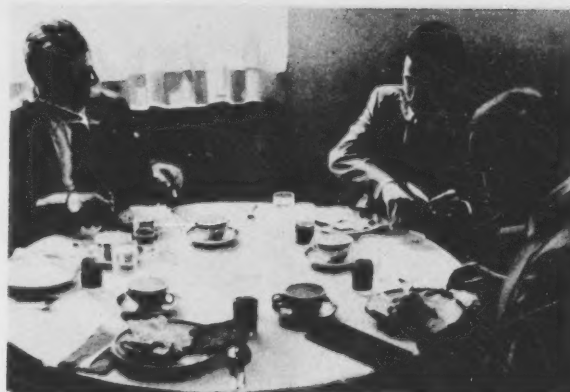
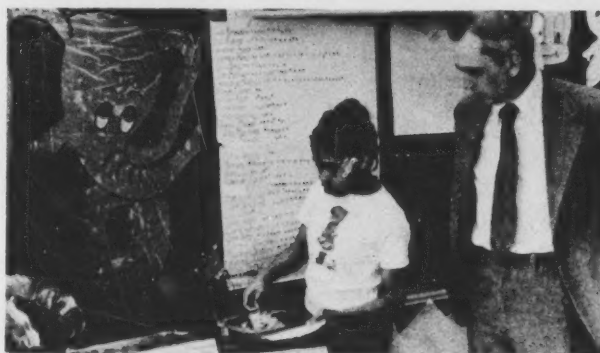


The day was finalized when Dr. Hoyt spoke at the Career Education Seminar held in the Prudential Insurance Company's Dryden Hall.

KEN HOYT

Dr. Hoyt said that reforming the educational system to give a "proper emphasis" to education as preparation for work would result in greater fulfillment of the needs of students and society. He said educators should play an active role in bringing about reform rather than responding to "external pressures," which he said fail to result in permanent organizational change. He also stated that he was very impressed with the Career Educational activities he observed during his school visits. At the seminar, Dr. Hoyt, was welcomed by the Executive Superintendent of Schools and the chairman of the Newark Career Education Advisory Committee. On

behalf of Mayor Kenneth Gibson, the key to the city was presented to Dr. Hoyt by Mr. Carmen Biase Deputy Mayor.



CAREER EDUCATION AT VAILSBURG AN ON GOING SERVICE

The Guidance Department at Vailsburg High School becomes thoroughly involved in each student's career interest for his/her future. The Department makes its services available to each student on an individual basis at least four times during the school year.

The Department is also committed to each student's realization of his career goals throughout the year. This underlying interest guides the members of the department when they confer with department heads. For example, the English Department is encouraged to stress to students the importance of writing at least one term paper on a future career while in high school.

Through the school newsletter, students are encouraged to share their research on career reports.

Needless to say, one of the most valuable experiences for any high school student, is to sit down with each counselor and discuss everything from individual aptitudes to final choices for a career, or fields related to his/her career.

Another facet of this ongoing program is the lectures or talks scheduled with the representatives of the various colleges and vocational and technical schools of higher learning. Through this experience, pupils have an opportunity to ask questions "first hand."

Another valuable phase of the guidance program is the audio-visual resource material offered the students. Films and filmstrips are brought into the classroom, viewed and discussed with the teacher of the subject. For example, films of writing and other literary fields of endeavor would be properly scheduled for use during an English class, while filmstrips

in the field of history related careers would find their proper avenue of communication in a social studies class.

The most important thing about "Career Education" at Vailsburg High School is that it is not just a "one shot deal." Each school day something important is being done or said about careers.

Submitted by: Mrs. Beatrice Geller
Guidance Director

MEDIA IS A MUST

Career Education infuses audio-visual technological equipment into the existing curriculum. Teachers participating in the career education program have been provided hands-on workshops in the use of various A.V. equipment. Video tape and audio tape provides the teachers with alternative methods to meet the individual needs of students. Students in the various career site schools were both motivated and stimulated during the various video tape sessions in their classes.



Mrs. Boston a teacher at Bergen Street School is learning the operational and technical skills of the video tape camera.

Submitted by:

Jesse Thomas
Media Coordinator

Career Guidance



CAREER SESSIONS

ALFONSO DELUCA, HEAD COUNSELOR,
WEST KINNEY JUNIOR HIGH SCHOOL

This year West Kinney Junior High School, through the efforts of the Guidance Department, has sponsored a number of talks by resource people to give our students first hand information about occupations and professions. The speakers have told the students about their vocations and the relationship of education to them.

We hope that, as an end result, our boys and girls will come to realize the importance of education to the "World of Work", and become sufficiently motivated to apply themselves more diligently to school work. Perhaps some will aspire toward the attainment of the careers discussed by the speakers.

To date, many of our students have been exposed to the following sessions.

1. Employment in Industrial Work.
2. Careers in Architecture.
3. Careers in the Military Service.
4. Careers in Law Enforcement.
5. Careers in Dentistry.
6. Careers in Industrial Engineering.
7. Careers in Accounting.
8. Careers in the Internal Revenue Service.



A business representative works with student at the seminar.

(Right) Mrs. E. Lewis discusses seminar choices with students.

EMPLOYMENT SEMINARS AT WEEQUAHIC

Seniors at Weequahic High who hope to secure full time employment after graduation were invited to participate in Employment Seminars from March 15 through 24th. Personnel managers and interviewers from several area businesses, and the Federal Civil Service Commission gave our students valuable pointers such as: making application, completing the application blank, arrival time, proper dress and preparing for the actual interview. Our guest also told students about the entry level positions and salaries of their organizations.

During some sessions mock interviews were conducted and video taped. Later the interviews were played back, viewed and critiqued by the students and interviewer. Students who hope to go on for further education also took part in the seminars, and asked about part-time and summer opportunities. This practice in completing the job application and interview should enable the 186 students who participated to feel much more confident about making contacts for employment.

Students were given a list of "Ten Easy Ways To Lose Out On A Job Interview", as a handy reminder of the mistakes to be avoided.

Representatives from the N. J. Civil Service Commission who were unable to come at this time, will be speaking to our students on Tuesday, May 11, 1976.



NCEAC/7

Business Community



CURRICULUM PACKAGE ON DEVELOPMENT OF PRE-EMPLOYMENT SKILLS

Representatives from the employment departments of seven of the largest employers in the Newark area as well as representatives from the Education Center for Youth formed an Employment Committee with the specific task of developing a curriculum package designed for the junior high schools.

Among the program's objectives are the following:

- Encourage students to engage in inward analysis so that they may be able to set goals for their future.
- Demonstrate the importance of mastering the basic skills and the role these play in preparation for the employment process.
- Familiarize students with steps involved in seeking employment.

The curriculum package is divided into units or activities including:

- motivational film
- personnel skits
- exposure to career clusters
- role playing in mock interviews
- various related activities

The Committee will be meeting with representatives from the Newark Board of Education within one week to obtain approval for the package. Hopefully it will run as a trial in one of the Newark schools before the end of the school year.

Submitted by:

Mrs. Mary C. Miqueli
Greater Newark Chamber of Commerce

THREE PAPERS AVAILABLE FREE FROM CAREER ED OFFICE

Three papers newly available from the U.S. Office of Career Education describe how career-ed can help the underemployed, aid in reforming the education system and expand community-level human services.

James O'Toole's "The Reserve Army of the Underemployed" tells why bad experiences in making the transition from school to work "often destroy the confidence of otherwise bright and motivated individuals." One answer is in work-based lifelong learning opportunities, he says, such as those now provided employees of the 3M Company, Goodrich and Kimberley Clark.

A second paper, "Conditions in Education Calling for Reform," examines the validity of and the way career-ed can help overcome the 11 reform issues presented in OE's career education paper. "Career Education and Human Services," by Joann Chenault of Southern Illinois University discusses the growth of human services as a means of introducing career-ed into the community.

While all of the papers are free on request, the career education office has only limited copies and asks that only single copies of each paper be ordered. Write to Gerald Elbers, Office of Career Education, USOE, ROB #3, Room 3100, 7th and D Sts., S.W., Washington, D. C. 20202.

William Brown - Assistant Executive Superintendent
Gerard Morano - Supervisor Industrial Art Education
Geraldine T. Uzzell - Editor Career Education
Henrietta Attles - Co-Editor Career Education
Mr. Carmen Biasé - Chairman Communications Committee
Steven Rosen - Greater Newark Chamber of Commerce
George Geller - T4C Coordinator Career Education Program
Jesse Thomas - Media Coordinator Career Education Program
Helen Peace - Production Assistant

CAREER EDUCATION



VOL. 2/ NO. 2 NEWARK CAREER EDUCATION PROGRAM
Jan.-Feb., 1976

DEDICATED TO THE MEMORY OF NICHOLAS DEBARTOLOMEIS



Mr. DeBartolomeis died suddenly on December 26, 1975. He was a dedicated teacher at West Kinney Junior High School. Mr. DeBartolomeis was involved with the Career Education Program at West Kinney. He participated in each of the workshop meetings. His loss to the school and the Career Education Program is a great one. He will be greatly missed by all who had the good fortune to come into contact with him.

CAREER FILM FESTIVAL

A "Careers Film Festival" was held for the students of Weequahic High School during National Career Guidance Week. The Festival was a tremendous success. A total of 2,065 students viewed films on careers in Medicine, Engineering, Accounting, Government, Research, Radio & TV, Electronics, Secretarial Work, Health Services, Textile And Apparel, and the Service Industries. The students received exposure to career films and information in our continuous effort to make them aware of the importance of planning now, and taking the correct courses in school to meet the requirements for various career choices.

These films were shown to Science, Math, Business, Social Studies, Language, Industrial Arts and Health classes. In most cases, 2 classes joined together in a classroom large enough to accommodate them for the showings. Department chairmen and faculty members were most cooperative in scheduling and making the necessary moves. Forty-three teachers cooperated in this venture. Due to a conflict in schedules, English classes were shown the films at a different time.

The N.J. College of Medicine and Dentistry, N.J. Institute of Technology and N.J. Bell Telephone Co., very kindly made films available for our use.

CAREER EDUCATION DIRECTOR TO VISIT NEWARK

Kenneth B. Hoyt, Director of the office of Career Education in the U.S. Office of Education plans to visit Newark on March 11, 1976. He has served as professor of education at the University of Maryland and the University of Iowa, where he was also head of the Division of Counselor Education. He is an active member of numerous personnel guidance and educational associations, and he is a popular speaker at group meetings and conventions.

Dr. Hoyt has published over one hundred books, monographs, and articles. He is the only individual to have received both the Distinguished Service Award from the Association on Counselor Education and Supervision and the Distinguished Service Award from the American Vocational Association. Dr. Hoyt has been associated with the career education movement since long before it received its name. He began writing and speaking about the importance of making education more responsive to the career development needs of students during the decade of the 1950s.

In all of his written work and in his personal appearances he has attempted to give solid substance to the concepts of career education. He conceives of it as being more than simply a slogan. In Dr. Hoyt's view, career education is and should be a movement which pervades our education system and our society. It is not a separate curriculum but a part of all curricula. It does not take place in a single classroom but is included in each classroom as part of every academic discipline. It is not only for the student population but for every citizen, no matter what age or level of development. Dr. Hoyt has compiled his speeches, articles and papers in his latest book Career Education: Contributions to an Evolving Concept published by Olympus Publishing Company, Salt Lake City, Utah.

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Plan now to hear this outstanding Career Educator. For further information contact Mrs. G. T. Uzzell, Administrator of Career Education Program by calling 733-7143

ACT OF DEVOTION

A Distributive Education class of Weequahic High School visited the White House Nursing Home for the aged located in Orange, New Jersey; the Crippled Children's Hospital and the Martland Medical Center both of Newark, New Jersey.

Each year Distributive Education students from Weequahic High School undertake a civic project to show their concern and benevolence toward the aged and afflicted. Eighty students considered this their sincere act of devotion.

Deborah Boone, Student Public Relations Chairman, was actively involved in the planning of this program with the guidance of Mrs. Carolyn Parm, Instructor. The problems encountered in the planning of this event reinforced the students sincere determination and dedication. The students distributed gifts and sang carols at the various medical facilities.

Distributive Education offers students many opportunities to get involved and learn about careers in marketing and distribution. It also develops positive attitudes for the making of a better community.



Do Girls Want To Do Men's Jobs?

There is research evidence that women in general fail to maximize their intellectual and vocational capabilities in this society. Some theorists have said that this failure may be linked to a woman's perception of what is expected of her as a female in her culture. This study examined how young girls saw their job possibilities in the future. It related their career choices to whether their mothers were employed outside the home or not.

Girls from grades 2,4, and 6 in an elementary school in a semi-rural community in Michigan were studied. Vocations were divided into two groups - male and female dominated. Female dominated vocations were: librarian, nurse, elementary school teacher, secretary and telephone operator. Through interviews, girls were asked:

- What would you like to be when you grow up?
- What do you want to do when you are an adult?
- What do you think you really will do when you grow up?
- What do you think you really will be when you are an adult?

The results of the study indicated that girls develop strong job role stereotypes at an early age. By the second grade, girls believe that certain jobs are only for men and others are only for women. Although this stereotyping decreases by early adolescence it is still present in girls in the sixth grade. In addition, if the girl's mother has a job - any job - outside the home, the girls see less sex stereotyping in future jobs. In Summary, these girls view their own vocational hopes and expectations as being within the traditional female role. They believe that while other females may enter male dominated careers, they themselves will not do so. However, the results also indicate that these feelings may be related specifically to the girls in this study rather than all girls of these ages.

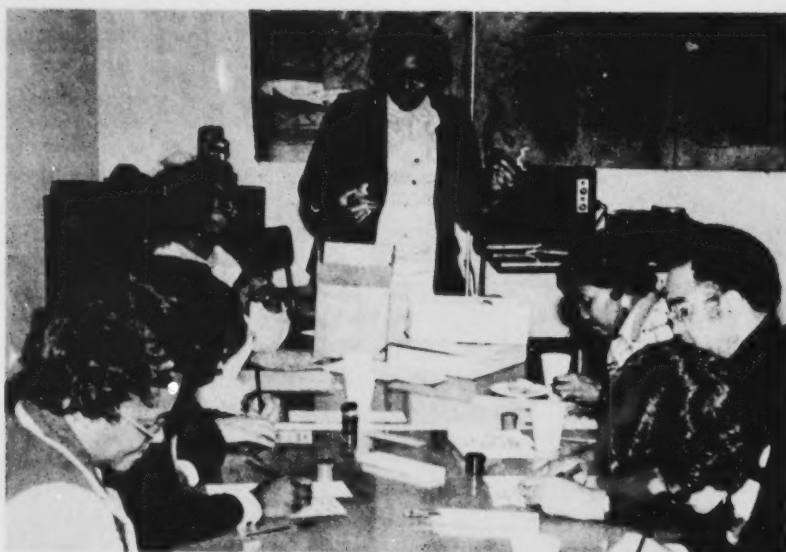
References: Bacon, C. and Lerner, R. "Effects of Maternal Employment Status On The Development of Vocational - Role Perception in Females." "The Journal of Genetic Psychology, 1975, 126, 187-193.
Reprinted from the Essence of Adolescence

Mechanical Contracting Enjoyed By Girls

I took the Career Education Mechanical Contracting cycle and found it very exciting for a girl. During the cycle I learned the names of electrical and plumbing tools and how to use them safely. I thought that plumbing and electrical careers were just for boys but I have learned that girls can have careers in these fields also. My point being that boys may be stronger than girls but many of the jobs related to mechanical contracting can be done by girls. Mechanical contracting can offer many Careers for women.

Submitted By: Barbara Henderson
Student
Clinton Place Jr. High School





ENTHUSIASTIC PARTICIPANTS

Teachers, guidance counselors and administrators involved in the Introduction to Vocations segment of the Newark Career Education Project enthusiastically learned the art of film strip making, and video media techniques, in the last I.V. Workshop at West Kinney Junior High School on December 3, 1975. The workshops are held on a monthly basis which gives teachers an opportunity to successfully share Career Education curriculum ideas.





THE CAREER EDUCATION STAFF

Seated from left to right: Henrietta Attles and Geraldine Uzzell - Standing from left to right: George Geller and Jesse Thomas.

FEDERAL GRANT PROVIDES ADDITIONAL STAFF

A federal grant P.L. 93-380 for Career Education provided three additional key personnel members to the Newark Career Education Program. Mrs. Henrietta Attles, who returned to the School System in September after a sabbatical for study in which she earned a Master's Degree in Vocational Technical Education, was selected as the Assistant Program Administrator. George Geller, a teacher at Peshine Avenue Elementary School and Technology for Children Adjunct Instructor for Jersey City State College, was chosen as the Technology for Children Coordinator, and Jesse Thomas, of the Audio Visual Center, was selected as the Media Coordinator.

The additional staff members will enable the Career Education activities of the Newark Board of Education to be communicated more effectively throughout the Nation.

T4C IN ACTION

A 4th grade class at Belmont-Runyon School is very enthusiastic about our T4C Program. Their attendance and attitudes have shown an improvement since they have been involved in the enhancement of their curriculum through the Career Education Program.

One of the recent T4C projects involved the making of masks. The children used plaster of paris bandages to create the mask. A layer of vaseline was put on the pupil's face and the plaster of paris bandage, molded to face. When the mask was dry, it was removed and allowed to harden. The mask was then painted to make it realistic.

The finished masks were used by the children to role-play different people involved in many areas of the work world. Many career areas were explored.

In addition, as a part of their health studies our children did research on the use of this type of bandage.

The Language Arts Curriculum area was also involved. The children wrote stories of their activity and researched the history of mask making for their language lesson.

Submitted by: Jetta Reynolds
Belmont-Runyon



NCEAC/5

Career Guidance Week At An Elementary School

Career Guidance Week activities at McKinley School had been planned and conducted for the purpose of motivating students to explore career interests throughout the year.

Students profited from the visit of speakers sent to the school by the American Cancer Society, American Red Cross, Police Department, United States Savings Bank and United States Postal Service. These services were very well coordinated by Mr. Hill, representing the Greater Newark Chamber of Commerce, in conjunction with Mrs. Betancourt, Guidance Counselor at McKinley School.

Students from kindergarten and first grade toured the school and explored the work of other people. They asked this question: "Can you tell us something about your job?" The question was answered by attendance counselors, custodians, social workers, nurse, secretaries, principal, vice-principals, parents, and - in some cases - school visitors. (See Chart)

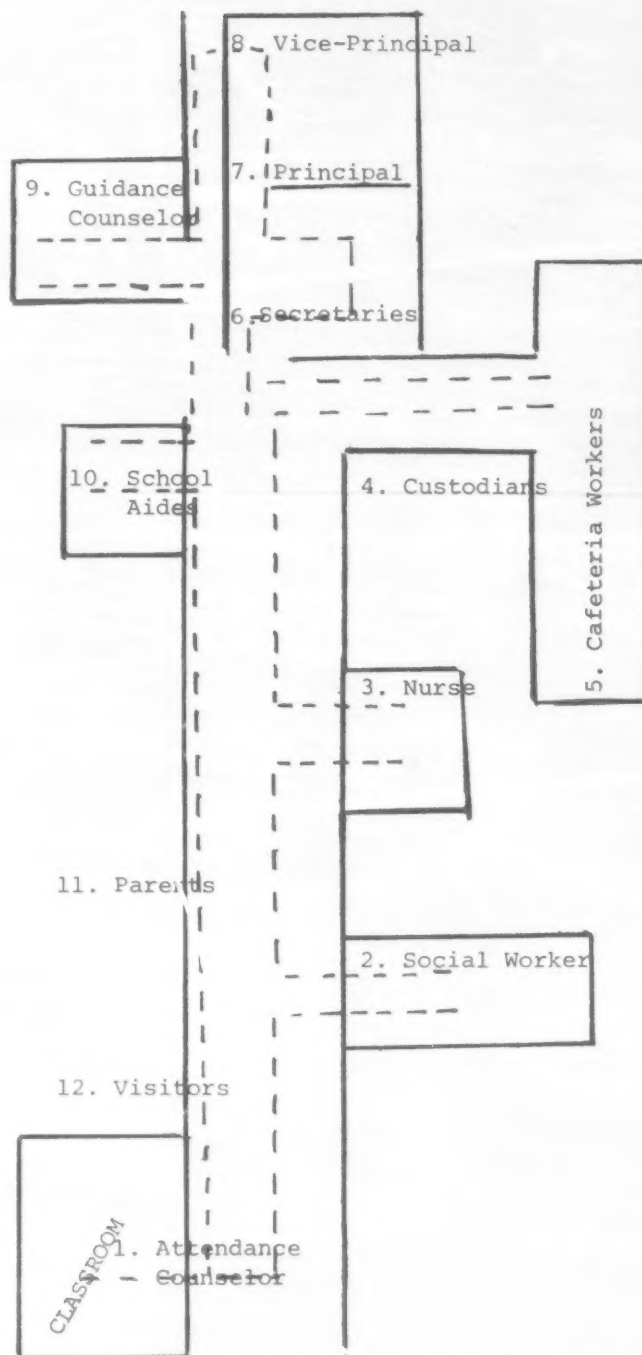
Now, the Guidance Counselor is working closely with the teachers and the librarian to organize projects in career interests and to provide the students with the appropriate materials-books, pamphlets, slides, films and film-strips.

Maria Betancourt
Guidance Counselor
McKinley Elementary School

The tour outlined to the right was taken by kindergarten and first grade children at McKinley Elementary School as part of Career Guidance Program.

NCEAC/6

Chart Showing Student Tour
Of School In
Career Guidance Program



ENLIGHTENMENT PROVIDED PARENTS EXCITED'

Career Guidance Week at South 17th Street School was sponsored by Laverne W. Grice, Guidance Counselor. During this week assemblies were conducted for the fifth and sixth grades by representatives of the health, legal, postal and telephone professions.

The students were eager and receptive. Each program provided the children with enlightenment in the area of future occupations. This experience also stimulated their minds for futhering their education while gaining knowledge which will eventually lead them into the world of work.

The parents were most thrilled with this undertaking and hope to see it repeated on a large scale next year.

Submitted by: Zelma M. Collins
Principal
South 17th Street

The first grade boys and girls are proud of their career education project. Pupils learned the art of using jars, bottles and wood to make home decorations. Working with wood was fun. We sandpapered the wood, painted it and decorated it with sea shells and wild dry flowers.

Submitted By: Mrs. Berry's
First Grade Boys and Girls
Bragaw Avenue School

Announcement

A slide presentation describing the Newark Career Education Program is available to the public. Groups interested in scheduling a showing may call Jesse Thomas at 733-7143.

Avon Avenue School Career Education Program

Mrs. Bruno's 6th grade class at Avon Avenue School has been involved in several activities as part of career education.

In using bottles, jars, and old newspapers, the students have come to realize that these items, which are normally discarded can become useful and decorative objects.

The class members had the opportunity to recycle newspaper in order to create paper which could once again be used.

The students also collected old jars, bottles, and other glass objects. They decorated these in their own creative ways. Some students used liquid lead and paint in order to obtain a stained glass effect. Others used masking tape and show polish or colored tissue paper and glue in order to create other types of colorful designs.

These activities gave the class a chance to directly work with many different materials which resulted in research and discussion of how these materials were made, besides stimulating an interest in the many careers it added to their ever expanding list.

Also, as an outgrowth of these concrete experiences, students realized that they were helping, in a small way, to combat pollution and they developed an interest in the study of ecology.

Submitted By: Janis Bruno - Grade 6



NCEAC/7

Resource Directory Published
By GNCC As Aid To Educators

A unique publication--possibly the first of its kind in the nation -- outlining business resources available to teachers, guidance personnel and students, has been published by the GNCC.

"The Newark Career Education Resource Directory," a 125-page booklet, provides information on various business services which range from lectures and demonstrations to field trips and work study opportunities.

Chamber President David S. Rinsky said that more than 8,000 Newark students have already benefited from the Directory, which has been distributed to every public school in the city by the Newark Board of Education.

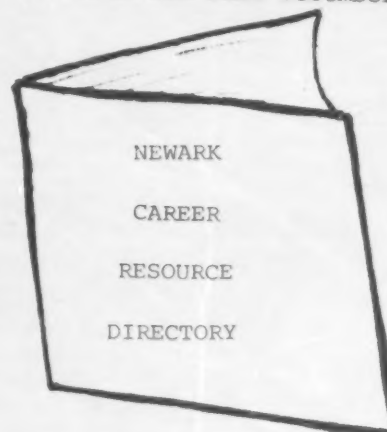
According to Steven Rosen, the Chamber's Director of Career Education, over 90 businesses and non-profit agencies and the services they offer to students are listed in the publication. It also provides teachers with the procedures for obtaining resources on particular subjects.

"To obtain a service," said Rosen, "all a teacher needs to do is fill out a form contained in the Directory and forward it to the Chamber for processing. Unlike other business offerings of this type, the Chamber takes an active role in obtaining the services requested. At the present time we can handle from 10 to 20 requests each day."

Rosen explained that by centralizing all requests through the Chamber, accurate records are being kept on the extent to which the resources are utilized and which are the most popular. Furthermore, because of the Chamber's own contacts with businesses throughout the metropolitan area, it can obtain special services which may not necessarily be listed

but which may be helpful to teachers.

Reprinted from The EXEC December 1975.



Utilization of Resource Directory

The Career Education staff would like to urge all teachers, guidance personnel, and students to utilize the Newark Career Education Resource Directory in your school.

We feel the directory could be an available resource to you.

Geraldine T. Uzzell - Editor
Career Education Program

Henrietta Attles - Co-Editor
Career Education Program

William Brown - Assistant Executive
Superintendent

Steven Rosen - Greater Newark Chamber
of Commerce

George Geller - T4C Coordinator
Career Education Program

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